***Murray County Schools***

A close up of a sign

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***5th Grade ELA Pacing Guide***

***2019-2020***

* Thoughtful and effective ***planning*** throughout the school year is crucial for student mastery of standards.
* Reading Informational Text (RI) standards should not only be addressed in Reading, but in Science and Social Studies as well.
* Writing opportunities should be included in all content areas.
* Once a standard is introduced, it is understood that the standard is continuously taught and/or reviewed throughout the entire

school year (e.g., explicit instruction, learning centers, Tier I, II, and II etc.).

***NOTE: Some standards appear in multiple grading periods.***

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| **First Eight Weeks** | **Second Eight Weeks** | **Third Eight Weeks** | **Fourth Eight Weeks** |
| **Literature**  **GSEL.5.1** – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  **GSEL.5.3** – Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).  **Informational Text**  **GSERI.5.1** – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  **GSERI.5.2** – Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.  **GSERI.5.3** – Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.  **GSERI.5.8** – Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).  **Foundational Skills**  **GSERF.5.3** – Know and apply grade-level phonics and word analysis skills in decoding words.  **GSERF.5.3a** – Use combined knowledge of all letter-sound correspondences, syllabication patters, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.  **GSERF.5.4** – Read with sufficient accuracy and fluency to support comprehension.  **GSERF.5.4a** – Read on-level text with purpose and understanding.  **GSERF.5.4b** – Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  **GSERF.5.4c** – Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  **Language**  **GSEL.5.2** – Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.  **GSEL.5.2a** – Use punctuation to separate items in a series.  **GSEL.5.2b** – Use a comma to separate an introductory element from the rest of the sentence.  **GSEL.5.2c** – Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?).  **GSEL.5.2d** – Use underlining, quotation marks, or italics to indicate titles of works.  **GSEL.5.2e** – Spell grade-appropriate words correctly, consulting references as needed.  **GSEL.5.4** – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of strategies.  **GSEL.5.4a** – Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  **GSEL.5.4b** – Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).  **Speaking and Listening**  **GSESL.5.1** –Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 5 topics and texts, building on others’ ideas and expressing their own clearly.  **GSESL.5.1a** – Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  **GSESL.5.1b** – Follow agreed-upon rules for discussions and carry out assigned roles.  **GSESL.5.1c** – Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  **Writing**  **GSEW.5.3** – Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  **GSEW.5.3a** – Orient the reader by establishing a situation and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally.  **GSEW.5.3b** – Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.  **GSEW.5.3c** – Use a variety of transitional words, phrases, and clauses to manage the sequence of events.  **GSEW.5.3d** – Use concrete words and phrases and sensory details to convey experiences and events precisely.  **GSEW.5.3e** – Provide a conclusion that follows from the narrated experiences or events.  **GSEW.5.4** – Produce clear and coherent writing in which the development and organization are appropriate to talk, purpose, and audience. | **Literature**  **GSEL.5.4** – Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and smiles.  **GSEL.5.5** – Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.  **GSEL.5.2** – Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.  **Informational Text**  **GSERI.5.4** – Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 5 topic or subject area.  **GSERI.5.5** – Compare and contrast the overall structure (e.g., chronology, comparison, cause and effect, problem and solution) of events, ideas, concepts, or information in two or more texts.  **Language**  **GSEL.5.1** – Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.  **GSEL.5.1a** – Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.  **GSEL.5.1b** – Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.  **GSEL.5.1c** – Use verb tenses to convey various times, sequences, states, and conditions.  **GSEL.5.1d** – Recognize and correct inappropriate shifts in verb tense.  **GSEL.5.1e** – Use correlative conjunctions (e.g., either/or, neither/nor).  **GSEL.5.4c** – Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.  **GSEL.5.5** – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  **GSEL.5.5a** – Interpret figurative language, including similes and metaphors, in context.  **GSEL.5.5b** – Recognize and explain the meaning of common idioms, adages, and proverbs.  **GSEL.5.5c** – Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.  **Speaking and Listening**  **GSESL.5.1d** – Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.  **GSESL.5.2** – Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.    **Writing**  **GSEW.5.2a** – Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  **GSEW.5.2b** – Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  **GSEW.5.2c** – Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).  **GSEW.5.2d** – Use precise language and domain-specific vocabulary to inform about or explain the topic.  **GSEW.5.2e** – Provide a concluding statement or section related to the information or explanation presented.  **GSEW.5.5** – With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of the first three Language standards in Grades K-5). | **Literature**  **GSEL.5.6** – Describe how a narrator’s or speaker’s point of view influences how events are described.  **GSEL.5.9** – Compare and contrast stories in the same game (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.  **Informational Text**  **GSERI.5.6** – Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.  **GSERI.5.9** – Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.  **Language**  **GSEL.5.3** – Use knowledge of language and its conventions when writing, speaking, reading, or listening.  **GSEL.5.3a** – Expand, combine, and reduce sentences for meaning, reader or listener interest, and style.  **GSEL.5.3b** – Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.  **Speaking and Listening**  **GSESL.5.3** – Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.  **GSESL.5.4** – Report on a topic or text or present an option, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.  **Writing**  **GSEW.5.1** – Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  **GSEW.5.1a** – Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.  **GSEW.5.1b** – Provide logically ordered reasons that are supported by facts and details.  **GSEW.5.1c** – Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).  **GSEW.5.1d** – Provide a concluding statement or section related to the opinion presented.  **GSEW.5.6** – With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.  **GSEW.5.8** – Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.  **GSEW.5.9** – Draw evidence from literary or informational texts to support analysis, reflection, and research.  **GSEW.5.9a** – Apply Grade 5 Reading standards to literature (e.g., Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact] ).  **GSEW.5.9b** – Apply Grade 5 Reading standards to informational texts (e.g., Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s] ).  **GSEW.5.10** – Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes and audiences. | **Literature**  **GSEL.5.7** – Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).  **GSEL.5.10** – By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 4-5 text complexity band independently and proficiently.  **Informational Text**  **GSERI.5.7** – Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.  **GSERI.5.10** – By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 4-5 text complexity band independently and proficiently.  **Language**  **GSEL.5.6** – Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).  **Speaking and Listening**  **GSESL.5.6** – Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.  **Writing**  **GSEW.5.7** – Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. |

***Academic Language***

**Academic Language** is the specialized vocabulary associated with instruction and mastery of academic content and tasks.

The words listed below reflect the ***minimum*** vocabulary necessary for students to become proficient with grade-level standards.

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| **First Nine Weeks** | **Second Nine Weeks** | **Third Nine Weeks** | **Fourth Nine Weeks** |
| **Literature**   * Detail * Example * Quote * Text * Inference * Theme * Story * Drama * Poem * Compare * Contrast * Character * Setting * Event * Summarize   **Informational Text**   * Historical Text * Scientific Text * Technical Text * Quote * Explicitly * Inference * Reason * Evidence   **Foundational Skills**   * Accuracy * Fluency * Comprehension * Expression   **Language**   * Convention * Capitalization * Punctuation * Spelling * Comma * Introductory * Sentence * Question * Underlining * Quotation Marks * Italics * Titles * References * Clarify * Multiple-Meaning Words * Phrases * Strategies * Context * Cause/Effect * Comparisons   **Speaking and Listening**   * Engage * Collaborative * Discussions * One-on-One * Groups * Diverse * Partners * Topics * Expressing | **Literature**   * Point of View * Compare * Contrast * Speaker * Narrator   **Informational Text**   * Main Idea * Key Detail * Infer * Text * Summarize * Point of View   **Foundational Skills**   * Decode * Syllable * Root * Affix * Multisyllabic Word   **Language**   * Conjunction * Interjection * Preposition * Perfect Tense Verb * Verb Tense * Correlative Conjunction   **Speaking and Listening**   * Discussion * Elaborate * Remark * Sequencing Ideas * Relevant Fact * Topic * Summarize * Reason * Evidence | **Literature**   * Figurative Language * Simile * Metaphor * Chapter * Scenes * Stanza * Story * Drama * Poem   **Informational Text**   * Compare * Contrast * Chronology * Compare * Cause * Effect * Problem * Solution * Event * Topic   **Foundational Skills**   * Poetry * Appropriate Rate * Accuracy * Expression   **Language**   * Figurative Language * Simile * Metaphor * Idiom * Adage * Synonym * Antonym * Homograph   **Speaking and Listening**   * Multimedia * Graphics * Visual Display | **Literature**   * Story * Poetry * Tone * Graphic Novel * Fiction * Folktale * Myth   **Informational Text**   * Print Sources * Digital Sources * Technical Text   **Foundational Skills**   * Purpose   **Language**   * Expand Sentences * Combine Sentences * Reduce Sentences * Compare * Contrast * Dialect * Register * Reference Materials * Pronunciation   **Speaking and Listening**   * Formal English |